

VOLUME VII

The

NUMBER 5

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



NOVEMBER, 1926



LETHBRIDGE NUMBER

As Others See Us

THE Charlottetown Conference, following upon the six previous Conferences of the Federation, had definite results. The feeling that the complete union of all the Canadian provincial teachers' associations had been almost accomplished, and the hope that this Union would be fully realised in 1927 inspired the whole of the Conference. The personal relations that developed through heart-to-heart talks in little groups between sessions of the Conference, as well as in discussions on the floor of the house, constitute, in the opinion of the Federation leaders, a result definitely worth while. As an outcome of the discussions there is the sense of so many common interests, in spite of so many divergencies due to racial and geographical differences. Above all, there is a sense of growing national consciousness in Canada, and the feeling of obligation which rests upon the teacher to develop that national consciousness. Emphasized, too, was the sense of Dominion teachers' relation to the teachers of the rest of the Empire and throughout the world.

—*Schoolmaster and Woman's Chronicle,*
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The A.T.A. Magazine

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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. VII.

EDMONTON, NOVEMBER, 1926

No. 5

The Larger Administrative Unit

BY HARRY C. SWEET

THE district school system of the Province of Alberta was patterned, at the time of its establishment, upon those of Manitoba and Ontario. Ontario borrowed its organization for public education from New England, earlier home of many of the Loyalists. Originally, in Massachusetts the township was the unit for local municipal and school government. In the early days of the Puritan colony the assembly decreed that: "Every township, after the Lord has increased them to fifty householders, shall then forthwith appoint one within their own town to teach all such children as shall resort to him to write and to read." The township system gave a unit of fair size for school administrative purposes. However, in 1789, Massachusetts adopted the smaller-district system under a revised statute.

As new settlement after new settlement was established to westward each community endeavored to provide a school for its children. The responsibility for the pioneer schools in the new American States and Canadian Provinces was entirely local. When territories were organized as states and provinces it came to be generally accepted that the principle of local self-government required that the state law should provide for local control of schools, with some provision for state aid and supervision.

The district unit was very suitable for pioneer conditions, and while the function of the school continued to be merely to combat illiteracy, it was very effective to that end. In the early days the cities had not improved their schools to the present state of efficiency, and the one-room school in the rural district was apt to be more nearly on a par as regards physical conditions, equipment and general efficiency with schoolrooms in larger centres.

A modern school system should tend to produce the following results: 1. It should bring the elementary and high school within reach of every home; these schools should furnish such training as the life of the community and commonwealth require. 2. It should provide competent teachers working with adequate equipment, in favorable conditions, and under proper supervision. 3. The cost should not be oppressive and should be fairly distributed.

The larger unit for administrative purposes can more closely approximate such results, than can the small district unit. The movement toward consolidation of schools, which has resulted in the organization of eighty consolidated districts in Manitoba and a number almost equal to this (70 consolidations including 227 districts) in Alberta, has been caused by an appreciation by the public and by the authorities of the Departments of Education, of the advantages of larger units and centralization of schools. Some of the benefits of consolidation have been found to be: 1. Increased enrolment (larger enrolment in the consolidated school than in the several schools which operated before consolidation, caused mainly by the tendency of pupils to continue longer at school). 2. Increased average attendance and increased percentage of possible attendance.

The cost per pupil per school day has rarely increased materially in consolidation. The increase in cost has been almost wholly due to provision for transportation, which is largely responsible for the higher averages and percentages of attendance, and for the presence in school of the pupils for a larger number of days per year.

In many of the United States opposition to the district system has come into evidence of recent years.



HARRY C. SWEET, B.A., LETHBRIDGE
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This has resulted in action being taken in seventeen states to adopt the county as the unit for school government and management. No state which has adopted the larger unit has returned to the former system, public opinion strongly favoring the new arrangements.

In British Columbia for some years the school unit has been the territory within the municipal limits. One board, usually of five trustees, manages the affairs of all schools within the municipality. Those in a position to compare the results under this system with those under the former one unanimously favor municipal school boards.

Of course, the municipalities in British Columbia vary a great deal in size and many include comparatively small areas of land. Conditions in districts such as the municipality of Delta, however, approximate conditions in rural municipalities in Alberta, so the method of school organization there is not without value as a possible example. It is a flat section of farming territory in the Fraser River valley, with one fair-sized town, Ladner, in a central location. There are eight one-room schools throughout the district and a six-room school in the town, two of the rooms there being devoted to high school work and available to all high school pupils in the municipality. Teachers doing special work in Manual Training and Domestic Science visit all the schools in turn.

In Manitoba municipal school boards have been in operation for more than ten years in the municipalities of East and West Kildonan which include suburban and rural areas adjoining the City of Winnipeg to the north. The municipality of Miniota in western Manitoba has been the first purely rural municipality to adopt the plan, which has been in operation there for seven years.

The municipality of Miniota is eighteen miles square. There are four villages in the municipality with a total of sixteen school rooms which are located as follows: Miniota, five; Arrow River, three; Isabella, four; and Beulah, four. In each of these schools the work of grades one to eleven is covered. In Miniota the combined course (Agricultural, Normal Entrance and Matriculation) is covered and in the other schools the Normal Entrance course only is given. There are four rural schools in the municipality, Glenlochar, Blaris, Palmerston and Wynaona. Transportation is provided for all pupils.

The school board consists of twelve trustees, chosen so as to represent fairly all parts of the municipality. Monthly board meetings are held, and committees of the board are appointed to deal with special phases of its business, e.g., transportation, school management, finance. The board provides all school supplies except text-books, free to pupils. First class equipment is found in all school rooms, and play equipment has been placed on all school grounds. The board employs an efficient supervisor who visits each room one half-day each month. Half of the supervisor's salary is paid by special grant from the Department of Education. Early in the fall term the board holds a reception for the teachers, when the year's work is outlined. The board, supervisors and teachers take an active interest in physical education and in inter-school athletics. Leagues for basketball and baseball are organized; the games are played regularly. The results of organized play are evident in the pleasant school spirit to be found among the pupils. A field day for all the schools is held at the close of the spring term in which pupils of all schools take part and at which prizes for the various leagues and competitions are awarded.

The average number of days attended per year per pupil in the municipality is exceptionally high.

The good effects of supervision are evidenced by the high averages maintained by pupils writing on the departmental examinations. Teachers are attracted to the employ of the board by a good schedule of salaries, and their experience in the schools is of value when they seek other positions. The cost of maintaining the system is not higher than in most consolidated districts in Manitoba. Public opinion in the municipality continues to favor the system.

In Ontario the proposal that there should be co-operation of ratepayers over a much wider area than the present school section has been made by the Premier, who is Minister of Education. The Ontario teaching body favors establishment of township or county boards, but trustees' associations have disapproved of the plan by majorities not so large now as when the plan was definitely advanced at first. The authorities in Ontario are seeking for some remedy for the small rural school problem. One third of the rural schools there have an average attendance of less than fifteen; thirteen per cent. have an average below ten. Some system of centralization is necessary. The government has had a bill providing for township school boards before the legislature on two occasions, and the matter will probably come up again at the 1927 session.

In British Columbia the establishment of municipal boards was province-wide accomplished by alteration of the School Act by the provincial legislature. In Manitoba a municipal board can be established when a simple majority of the ratepayers vote in favor of a by-law on the question, prepared and submitted to the electors by the municipal council. Possibly the latter and more conservative plan would more nearly satisfy public opinion in Alberta on the question, the school law merely being revised so as to allow for erection of such districts where the people favor them.

Among the advantages which authorities have found to result from the organization of the larger unit are: better buildings, and buildings more logically located; better school equipment and a more advantageous social environment where the pupils find themselves in larger classes and groups; better teachers, with less tendency to rush from a short rural experience to city positions; a better class of citizen attracted to the office of school trustee especially where the boards are not too large; a more business-like administration (more regular payment of salaries being not a minor item from the teachers' standpoint); no small ten-pupil schools—the most expensive type of education if cost per pupil per day be considered; the rural high school brought closer to the teen-age pupils in the country districts; possible provision for medical and dental examination of pupils in rural parts and consequent measures to remedy physical defects.

It is a principle of our public school system that property shall pay the expenses of running the schools. When the province is subdivided into districts each of sixteen square miles or so the assumption must be that each area of this size is equally as able as any other such division to support a school. But this is far from being the case. Property is often concentrated near the natural centres. The ideal distribution of the tax burden would be accomplished by using the province as the unit for raising all the school funds. "Educational blanket tax" proposals do not appear to be about to carry at the present time. The enlargement of the local school unit would accomplish a measure of equalization of the tax burden, and would give greater return for the money expended on schools. The result of the organization of educational districts like Miniota, will tend toward equality of opportunity in education for a larger number of the children of Alberta.

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The High School Literary Society

BY W. S. BRODIE, M.A., VICE-PRINCIPAL LETHBRIDGE
HIGH SCHOOL

THIS name, for want of a better, is usually assumed by a school organization taking charge of all school activities excepting athletics. It is a logical outgrowth of the ancient custom of devoting Friday afternoon to the saying of "pieces." With the gradual tightening up of the school curriculum, it is natural that any use of school time for purposes other than the securing of credits, must justify itself by worth-while results. What, then, does the Literary Society offer?

Broadly speaking, we can say that the Literary Society, or any other school society, can demand a portion of the time and energies of teachers and scholars, only as it gives training in citizenship or culture not given in the routine work of the school room. It should be a form of recreation, but certainly must not be an excuse for avoiding school work.

Probably the weak point in our school system is the lack of development of responsibility on the part of the individual pupil. It is quite possible for a boy to pass through the grades at a fair speed, but with no more self motivation than a wheelbarrow. Each year he is loaded up with seven or eight credits, and teachers and parents (sometimes) shove from behind. Constant drills, detention classes and scoldings are the shovels that compact the load to prevent it falling off. Surely, if in some degree, any influence can convert the wheelbarrow into a self-propelled vehicle, it is worth while. We believe the Literary Society can, at least, help in doing this.

Related to responsibility, sense is the desire and ability to co-operate not only with teachers but with fellow-students. Here the society scores again. That is, it will if programmes are not permitted to degenerate into a series of solo efforts. Do not interpret me as despising these same solo efforts. Recently I happened to overhear a remark concerning the addresses made at a woman's conference. "How is it," said the critic, "that a woman who has had years of experience in bossing a husband, will get up at a meeting and with quivering knees and quivering voice stammer through a few remarks that cannot be clearly heard three seats away?" Had that woman in her school-girl days appeared a few times on the platform in the Literary Society, even such training as afforded by recitations would have helped her. Incidentally I haste to add that the female of the species is not more in need of such training than the male.

Certainly we have oral composition in the school room and valuable it is. But the change of environment afforded by calling the gathering a society instead of a class gives a decidedly nearer approach to the atmosphere of a public meeting. By the way, why is it that we can think up such bright things to say while another speaker has the floor, and when we rise we make such a mess of it. I once worked out a fine spun theory that in any assemblage the plane of intelligence reached only four feet from the floor. If we stood up we just got out of the proper plane. Stephen Leacock could doubtless develop this thought very fully. Meantime I had better try to talk common sense.

I have rather implied thus far that the chief aim of the Literary Society is to secure fluent public speaking. That is but one of its objects. The training in initiative and putting things through, or what I have referred to as the responsibility sense, is secured as it never can be in the class room. This leads us to the method of organization.

Primarily, the students must feel that it is actually their own society owned and operated by and for themselves. I have listened to most entertaining programmes, ostensibly the work of pupils which actually represented hours and hours of labor by the teacher who had dragooned and cajoled unwilling boys and girls into action. Doubtless the pupils received some benefit from the training, but it emphatically did not add much to the joy of life for the one in charge.

Just how to get the students themselves to take over the responsibility of programmes must of necessity be a special problem for each school. I assume that after discussion by the teaching staff, the question of forming such a society is put to a vote of the scholars. They will vote unanimously for it, just as they would vote unanimously to form a society for consideration of the Theory of Relativity. The next step is the election of president, vice-president, secretary, treasurer, class representatives and whatever other officials are deemed necessary. Here is where the teacher should do a little quiet electioneering. The general tendency is for the popular student to be pushed to the front quite irrespective of his ability in leadership. When a literary society has been in active existence in a school for years this is not so marked. But I am now speaking particularly of schools starting a society for the first time, and certainly for the majority of the junior students it is their first time.

After organization comes the planning of the term's work. This should be arranged pretty definitely by the executive committee. This committee may consist of the officers named above and the teachers. The preparation of a constitution, setting forth the aims of the society, and the method of carrying on is a first consideration. This constitution should be as simple in outline and brief in wording. The executive should at this time decide on the frequency of meetings and the amount of fee to be levied, if any.

Suppose it is decided to have a meeting once a fortnight. If there are four classes, each might be given responsibility in turn for one programme, starting with the senior class. Three times around the classes would cover the available part of the school year. This class system has been found an excellent method of stirring up a healthy spirit of rivalry, and of lessening the burden of responsibility on the general executive committee.

In a school having two or three teachers, Friday afternoon from three to four o'clock is the most convenient time for meetings. In a larger school with more complicated time table, Friday could be alternated with another day to avoid constant clashing with the same recitation period; since the school time table is in operation before the Literary Society is organized.

A tentative programme for the first meeting is as follows:

- (1) Opening chorus: "O Canada."
- (2) President's address. He may call upon one of the teachers for some inspirational remarks.
- (3) Musical number.
- (4) Reading of proposed constitution in full by one of the Executive Committee.
- This can be followed by formal motion for adoption of the constitution, clause by clause; discussion and voting on these clauses.
- (5) Reading.
- (6) "God Save the King."

In following meetings business will not bulk so largely and literary or dramatic items will have more time given them. A criticism of each programme delivered at the close by the teacher is of great value.

The short play is undoubtedly the main stand-by. In it a number of students can secure training in self

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expression and self confidence as well as in co-operative effort. Moreover it never fails in securing an attentive hearing. The selection of a play to suit the abilities of the average class is no simple task, but I have always found that a dramatization of some standard author has an appeal to students, particularly if the selection is from the prescribed literary reading. Hiawatha, Evangeline and David Copperfield are quite within the power of the junior grades, and Shakespeare provides a limitless field for the third and fourth years. Even burlesques of such poems as Lord Ullin's Daughter or Young Lochinvar are not without their place, though this form of entertainment may easily be overdone.

Debates between classes help to keep alive the competitive spirit, and the time honored spelling match can awaken intense interest.

Music, especially chorus work, should be featured, and if at all possible the society should have its orchestra with regular practice times.

A talk on some question of the day given by a public spirited citizen will assist in relating school to the work-a-day world. This same world needs this relation as much as does the school.

The reading of a class or school paper serves as an item of entertainment, and as a training in public reading, which is perhaps a more uncommon accomplishment than the ability to speak in public. Strict censorship must be maintained by the teacher on items submitted to this paper, as in fact must be done concerning the entire programme.

It is desirable that some meetings should be open to the public. My own experience has been that the public will attend only those meetings which are held in the evening and well advertised in advance. A play put on by the society is sure of a good turnout of parents and friends of the scholars. The proceeds of admission may be well applied to the purchase of a projection lantern, a radio set, stage equipment, etc.

Finally we may be assured that by working with the scholars as a member of a scholars' society such as we have considered, the teacher can establish a basis of common understanding that will be invaluable to him in his class room work.

Composition in the Senior Grades

BY A. WADE, B.S.C., LETHBRIDGE HIGH SCHOOL, COMMERCIAL DEPARTMENT

THE subject of Composition is by far the most important in the curricula of present day schools. The study of this subject in schools is of comparatively recent date, and the organization of the class-work much to be desired. The subject is essentially one which must be built up from the beginning of the career of the child, and the most elementary phase is when the child takes up its pencil in a first attempt at the formation of letters.

Language has relation to all the sciences, for it is the means of their expression. The study of expression, that is language, to be of most importance and use as an associating science, must everywhere deal with the things of nature and civilization. This is especially true of the literature to be read by the student.

Interest begets interest. There is nothing so contagious as a feeling. Given a teacher, himself brimming with interest in the subject taught for its own sake, and for the pupils' sake, and that is a rare and frigid class indeed that will not thaw under his genial influence. Interest accompanies mental growth. A pupil whose intellectual capacity is, on the one hand, insulted by the elementariness, or on the other, overwhelmed by the advanced character of the subject taught, or by the method of its presentation, cannot be expected to follow the work with interest. There must be an adjustment of matter and method to the mind of the pupil. Let the educator take the tide of the pupil's interest when it is at the flood. The secret of interesting the mind is to present it with a variety in unity.

Let us consider how pupils may best be helped to acquire the power of expression in language. The mistake most commonly made is to teach "composition" as a matter mainly, if not entirely, of form. This can do nothing but cultivate that use of language to conceal the absence of thought which so many of our public men appear to have carried to a fine art. The rule should be: "Out of the abundance of the heart the mouth speaketh," and the fundamental excellencies of good speech, whether spoken or written, are tersely summed up in the words of the advice once given to some candidates for the ministry in the words: "Have something to say; say it; leave off." Unhappily many

public orators, and writers too, regard the first clause as superfluous, and the last as inapplicable.

The whole matter is admirably put by Mr. John Morley: "I will even venture," he says, "with all respect to those who are teachers of literature, to doubt the advisability, or the excellency of over much essay writing and composition," by which, from the context, Mr. Morley evidently means by "composition," exercises in the mere form of expression. "I have," he continues, "very little faith in rules of style, though I have an unbounded faith in the virtue of cultivating direct and precise expression. But you must carry on the operation inside the mind, and not merely by practising literary deportment on paper. It is not everybody who can command the mighty rhythm of the greatest masters of human speech. But everybody can make reasonably sure that he knows what he means, and whether he has found the right word. These are internal operations, and are not forwarded by writing for mere writing's sake. Everybody must be urgent for attention to expression, if that expression be exercised in the right way. It has been said a million times that the foundation of right expression in speech or writing is in sincerity. That is as true now as it has ever been. Right expression is a part of character. As it has been said, by learning to speak with precision, you learn to think with correctness; and the way to firm and vigorous speech lies through the cultivation of high and noble sentiments. So far as my observation has gone, men will do better if they seek precision by studying carefully and with an open mind and a vigilant eye, the great models of writing, than by the excessive writing on their own account."

Passing by the elementary phases of the subject, which are absorbed by the child during the lessons in writing, spelling, word-building, dictation and transcription, and later by oral work in sentence forming, we come to the higher stage which is reached, when, without any definite questioning as in the previous lessons, the student makes an outline, which will be used as a guide to the composition. Here the pupils are first called upon to apply the results of the imitation of arrangement of ideas which has been implicit in the

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work previously done, to making the arrangement for themselves. The first exercises of this kind may appropriately be the reproduction of a story told or read. Of course the reproduction should not immediately follow the reception, especially in the case of a story, or mere mechanical memory is likely to play too great a part.

These outlines should be drawn up by the co-operative efforts of the class, and should be continued in all subjects in which the result to be attained is a logical arrangement of matter known in common by the pupils until every pupil has an insight into the principles on which such arrangements are based. These outlines should be placed on the blackboard, but gradually the blackboard outline should get shorter and more general, and will be completed by the pupils individually. At last the time is reached when each pupil can draw up his outline for himself. Too great stress cannot be laid on the importance of this part of the work, because the reason that the work submitted by candidates at the different examinations in this province, is so unsatisfactory, is due to the fact that in many cases the plan used was incomplete while, in other cases it was perfectly obvious that no plan whatever has been used. The attainment of this power is, of course, much facilitated when teaching with textbooks largely takes the place of oral lessons. For in the textbooks, the young student has his matter, and in the general questions to which his teacher has set him to find answers, he has the general form to which that matter has to be adjusted. So he learns to write brief synopses of the chapters from various points of view. Of course he has the book before him to refer to when writing his summaries, and in this way is acquiring the power of really using books as a means to attain his own purposes.

Side by side with these exercises where arrangement of ideas may be made in common, there should also be others to which such common arrangement would be impossible as they appeal to the imagination, and all imagination must be individual. These may be introduced when the children are from ten to twelve years old, for by that time they should be able to write a page of intelligent and fairly good English.

Simple forms of exercises of this kind are: asking the children to finish a story of which the first part has been read to them, to write a story which would be illustrated by a simple picture; to write a story which would be suggested by a few bald statements, or even by single words, as for example, boy, field or river, and to write a letter describing an imaginary incident. (Letter-writing and subjects.) It should be remembered, however, that imagination grows out of imitation, and is guided by knowledge. There can be no possible good in letting the children simply produce the riotings of untrammelled fancy. Hence some inner consistency should be looked for in all imaginative productions.

One of the most important phases in the teaching of Composition is the analysis of literary extracts. It is perfectly true that when we have exhausted all our criticism and made all our discoveries, there remain still in great literary work, those impalpable suggestions and those inexplicable strokes of insight that cannot be analysed. But we must not therefore shrink or forbear from the endeavor to analyse a rhetorical effect into its superficial causes, if we can compass such analysis. The discoverable use to which genius puts rhetorical devices need not make us think less respectfully and reverently of its work; while, on the other hand, the careful examination of the modes of expression used by a great writer to produce a certain effect reacts

at once on our power of expression as well as of general appreciation.

Rhetorical analysis is not grammatical analysis. The purpose of speech is first to inform, then to persuade. Even the poet who writes his verses, and then secretes them in his desk, addresses himself to at least an imaginary auditor, in order to inform or persuade him. By what devices then, does the writer whom we are studying secure that his information shall be clearest, and most telling, his persuasion most mechanically effective? Rhetorical analyses helps to find out at all events the more mechanical artifices of composition, and to remember them by giving them names. Grammatical analysis helps us to understand the formal relation of word to word, and of clause to clause, but no more. When we read a great author in the spirit of rhetorical analysis, we know of course, that he did not set out on his task with a Treatise of Rhetoric before him; but we can only avoid conveying that impression to our pupils if we take the precaution of seeing that they have mastered the general contents of their book before proceeding to its parts. Our admiration or appreciation of beauty and force, that we cannot define in great work should be all the greater when we have learnt the most that we can from the rhetorical examination. Each kind of great work has its uncapturable qualities; its fancy, grace, insight, majesty, eloquence, and the like. But when we look closely, it is found that their whereabouts and some of their modes of action can be detected by those who know what devices tend to what effects, what are the main lines of style in poetry and prose, what the figures of speech and their results in stimulating emotion. This knowledge, again, tends directly to strengthen the power of composition. Composition, at every stage, is the exercise of intelligent, intelligible, and consecutive expression. A child "composes" as soon as it speaks; for thought is, in its very nature, composition; and speech is thought expressed. The cultivation of the power of consecutive expression may begin as soon as you please; indeed, it must begin before any analytical grammar whatsoever. Happily, mothers are still sufficiently uneducated to let their children learn to speak before they are taught to pick out nouns and verbs from sentences; and the children begin to learn composition even before they have left their mothers' knees. The suggestion that "composition" should be taught only after some analytical grammar has been taught, is a flagrant instance of the vice that delights in sealing up "subjects" of Education in water-tight compartments. It is an unpardonable violation of the principle of connectedness.

Every lesson that lends itself to such an exercise, should be recapitulated orally by members of the class. Children may well be expected to write down summaries for themselves, from their tenth year, and as they get older, the character of their studies will lend to this exercise to a much greater extent. The composition lesson proper will follow the literature lesson, and the lesson in rhetoric which accompanies it. Pupils may be called upon to write a page, making use if possible of certain figures of speech discussed and explained on matter if possible arising out of the literature lesson, being taught to avoid the characteristic defects of each figure. In the earlier stages we are content if pupils use "and" and "but", "he", "she", and "it" correctly. Another stage is the use of the relative. Then comes sentences containing subordinate clauses. An intelligent pupil of thirteen should be able to expand a metaphor into a simile, and a little later, to construct metaphors out of similes. At fifteen he can be taught

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to marshal his information in logical order, and to use safely other simple figures such as antithesis, climax, metonymy, and the rest.

Paraphrasing is of great use, but it should be used very sparingly. It is, however, most undesirable to set for paraphrase a passage beyond improvement. Nothing whatever is gained by the endeavor to turn what we feel to be perfect, into comparative meanness. But in the elucidation of a crabbed passage, or of an occasional phrase which lends itself to expansion without sacrifice of noble form, paraphrase may be used with much profit. The exercise, however, should always be set with a caution, and an apology. We must make sure that our pupil does not regard a paraphrase as merely another way of saying the same thing, a way as good as the authors'. If we leave such an impression, we may easily poison his mind; and we go far to destroy his reverence, that respect which the cultivated person conceives for persons or things just because there is in them something great, beautiful, or lovable, which is their's inalienably, and not, as he feels, within his own power of achievement. Those mean spirits to whom nothing is admirable, who affect to regard even great things as matters of mechanism, are simply deficient in the sense of proportion; they themselves are, in their own conceit, too big to condescend to admire. We ought to be careful therefore, not to give our pupils any excuse for suspecting that a noble idea, nobly expressed, is merely one way among many others, of dressing up a commonplace.

I should like to say a few words on the teacher's examination of the written exercises. In a large class, this is obviously a matter of practical difficulty, yet unless it is done effectually, improvement is hindered. The short exercises of the youngest classes present no difficulty. Time can generally be found for it whilst the pupils are engaged in silent reading, so that but little will usually be left to be done out of school hours. In no case would a teacher be justified in exhausting his vitality by giving too much of his spare time to this marking. It is better to mark half the class in one exercise, and the other half in the next, than to mark the whole each time in a perfunctory manner. But exercises in which the composition has first been done orally, or those in which the outline has been worked out by the whole class, take little time to read and mark, and long exercises, in which this has not been done will only become frequent, as the pupils get that power of expression which makes serious faults infrequent.

Much time is saved if the teacher and class have a recognized system of signs. An underlined word may mean a mistake in spelling, a "G" in the margin, a fault in grammar, a "C" a piece of faulty construction, and so on. The teacher then only writes these signs, and returns the exercises to the pupils, who, in the next period set apart for the subject, set to work to correct them, the teacher passing round and giving individual help where he finds need. No careless work should ever be examined at all, but the offender should be set to work to do it again. Children can very soon be brought to understand that the school calls for careful effort, and will be satisfied with nothing less. If any kind of error is common in any set of exercises, the teacher will do well to discuss it orally with the whole class.

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CONVENTION AT LETHBRIDGE, NOVEMBER 4th AND 5th

THE convention of the South Alberta Teachers' Association will be held in Lethbridge on Thursday, November 4th, and Friday, November 5th. An attractive programme for the two days has been arranged by the executive committee in charge. Thursday morning will be occupied with the teaching and observation of lessons in the Lethbridge city schools, and with an exhibition of school work prepared by the Lethbridge Public and Separate Schools.

A prominent feature of the convention will be the addresses, "The Teachers' Place in Society," and "The Creative Impulse in Industry," by C. Lionel Gibbs, M.L.A., of Edmonton. The teachers of the south part of the province are fortunate in being offered this opportunity of hearing Mr. Gibbs, who was elected to the provincial legislature in June last, as labor representative for Edmonton. Mr. Gibbs still holds the position of instructor in mechanical and architectural drawing at the Edmonton Technical School.

The Thursday afternoon session will include addresses by W. S. Brodie, President of the Association, by Inspector J. Morgan, and by a representative of the Alberta Teachers' Alliance. An Alliance committee has charge of the banquet and evening entertainment. Rev. C. Swanson, chairman of the Lethbridge Public School Board, will address the teachers at the banquet, and other short addresses will be given at that time.

Friday morning will be given over to group meetings for which programmes of practical value have been planned. On Friday afternoon Inspector Bremner of Macleod and Inspector Scofield of Foremost will take charge of discussions on topics of interest and value to the classroom teacher.

The 1925 convention of the association provided a pleasant break in the routine of the fall term for the teachers in the district and it is expected that a large number will again avail themselves of this opportunity to renew acquaintance with neighbors in the profession, and to benefit from the addresses, papers and discussions.

The work of the Alliance at the convention will be in the hands of a local committee, with D. R. Innes of the Lethbridge High School staff as convenor.

In connection with the Lethbridge issue of the magazine, and in view of the visit of the teachers to the city at the time of the convention, Lethbridge business houses are advertising in this issue of the *A.T.A. Magazine*.

Teachers are requested to mention the magazine when doing business with these firms.

A Year in London

BY MISS HELEN M. MCDIARMID, CENTRAL SCHOOL,
LETHBRIDGE

TO select the most outstanding experiences and events from the happenings of a year spent in London and abroad under the exchange scheme as arranged by the League of the Empire, is not at all a simple matter.

In the first place I should like to say what an excellent arrangement I think it is for the strengthening of bonds between our Mother Country and ourselves, and that great credit is due to those such as Mrs. E. M. Ord Marshall, its Honorary Secretary, who have its good and the interest of the teachers at heart.

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plans were made to initiate us into the wonders thereof—its ancient traditions and customs—as well as many of the charming and historic spots round about it. Practically every week-end revealed to us either a new phase of life or conditions in London or else found us admiring the wonders of such famous places as the Tower, St. Paul's, the Parliament Buildings and dozens of others equally interesting.

We never wearied of exploring parts new to us—and those of us fortunate enough to be stationed in London found the very nature of our work conducive to exploration, as we taught in schools all over the city, I personally having been in twenty-five during the year. In this way we learned to know something of London, that city of contrasts—of light and shadow, splendour and squalor.

As regards the work itself I could not but think how different is the problem of the London County Council to ours, catering as it does to the needs of a vast city equal in population practically to our whole country—with all that that implies.

The Elementary School or the one there which in a way compares with our Public School, is attended mostly by children of the poorer and lower middle class, as all are aware, so that the type of child is often influenced by unfavorable home conditions with which we in our new country do not have to contend—and for our country's sake, never shall, I hope.

In the light of these varying conditions and divers types of people, however, the difficulties of the London County Council appear almost insurmountable, and one cannot but praise their methods of endeavoring to meet the needs of all by having such special schools as Physically Defective, Mentally Defective, Open Air and so forth as well as the ordinary school for the normal child. I could not but feel, nevertheless, that the children have a great advantage in this country in the matter of higher education in our free High Schools, whereas there, education beyond that of the Elementary School depends largely upon scholarships which too often are limited in number. However, it is not my intention to criticize their system, but rather to say that I found it highly interesting to see "how London went to school," and that I greatly appreciated the kindness of the L.C.C. in making it possible, by giving us time off, to be present at such interesting events as the Armistice Memorial Service, and the Derby, as well as giving us additional holidays at Christmas and Easter.

Our first trip to the Continent was at Christmas when we visited Italy, Rome, Florence, Venice, and some of us Naples—those names so full of magic to us all! Italy was delightfully bright and sunny and it was hard to realize that 'twas really the Christmas season as we basked in the sunshine in Rome, visiting many of its famous old ruins and historic spots—the Coliseum, Forum, the Appian Way, the Catacombs—as well as admiring modern Rome, with its beautiful buildings and fountains.

Very reluctantly we left Italy, that land of sunshine and courtesy, for here indeed we met with kindness from all, and travelled back toward Paris, stopping long enough at the French Riviera to learn that the glory of the Mediterranean, the beauty of Nice and the fascination of Monte Carlo had not in any way been over-rated.

At Easter new and pleasant experiences awaited us, as a party of us went by aeroplane to Amsterdam, thus saving much time and likewise affording a view which I shall not soon forget—England in miniature—Dover, the Channel, Ostend and later, Holland—the land of bulb fields and windmills. From Holland, which

we greatly enjoyed, we went to Belgium, visiting the Canadian battlefields at St. Julien, Ypres, Langemarck and many others known to all—and from here to Brussels and Bruges, that quaint and typical Old World town, and hence to Switzerland before returning to Paris, where several days were spent, before returning to London.

From Easter on, the time seemed to fly away and 'twas hard to decide which of the many important things to see and which to leave unseen! Oxford, Windsor and Eton, Cornwall and Devon were only some of the places I visited, and in between times as many of London's wealth of plays and operas, art galleries and beautiful gardens and parks as it seemed humanly possible to see and enjoy.

The theatre was a never-failing source of delight, especially Shakespeare, Bernard Shaw's plays and in lighter vein all the musical comedies from "Rose Marie" to "No, No, Nannette" and "Mercenary Mary," as well as the special treat of Grand Opera at Covent Garden with Jeritza—the Queen in attendance in the royal box. On the concert stage I heard many artists such as John McCormack, Heifitz, Chaliapin and Melba, beside having the privilege of seeing Pavlova in her incomparable presentation of the ballet.

Partly through the League's arrangements and partly through other connections, other girls and I were entertained in the homes of prominent people, and likewise had the pleasure of being present at the Royal Garden Party at Buckingham Palace. Among our hostesses were Mrs. Watts, the charming widow of the artist, who entertained us delightfully by showing and personally explaining many of the masterpieces in their private collection—and also Lady Maude, the widow of General Maude. Visiting and having tea in her private apartment at Hampton Court Palace made that interesting and historic old haunt of kings much more realistic and intimate than it would otherwise have been, the charm of her presence making the occasion a very memorable one.

A fairly extensive though rapid tour of Bonnie Scotland and a glimpse of Ireland, completed my longer trips and made me rather agree with some of our interesting friends there, who really thought us rather mad to try to see so much in so short a time. Ere this, however, though we had become fairly efficient in hunting up the places we most wished to see, we were used to that attitude, and could quite easily understand that three or four days spent in so delightful a spot as Edinburgh must to the inhabitants thereof, indeed seem a sacrilege!

To turn again, like Whittington, to London, but unlike him to have to tear one's self away almost at once from the now familiar scenes, was one of the most difficult things I've had to do, and it was with mingled emotions that I looked upon my favorite scene—the stately towers and spires of the Parliament Buildings dimly outlined against a shadowy sky. Standing upon Westminster Bridge one cannot but admire this view, for myriads of lights are twinkling on the Thames below, adding to its magic; while above, Big Ben stands sentinel. Not far distant is the Abbey, that edifice of grace and beauty, the embodiment of all that England holds dear—to me the grandest spot in all London—London, the heart of our Empire.

The charm of it all, the stability and resourcefulness of the people as shown so well during the general strike and the kindness extended by all, to us as Canadians, were only a few of the many things which made me realize as never before how proud we should be to form an important part of that Great Empire—how strong are our ties, and more than all how the keeping of these ties should, for us as teachers especially, be one of our greatest privileges, and duties!

The Case of the Fine Arts in the Educational Programme

BY C. G. EDWARDS, B.A., A.T.C.M.

IN defining the Fine Arts we may say that they are those activities which man has always cultivated in civilized communities, which are an index of the spirit of the times, but in a direct, materialistic sense are useless for producing the necessities of life. Generally speaking, there is a superior and inferior quality about all the arts which is dependent upon the degree of skill which is achieved by the "artist." The most important fine arts are: Literature, Drama, Music, Painting, Architecture and Sculpture. These all require a high degree of skill in their production, and a certain degree of mental sensitivity in their appreciation. Do they deserve any consideration in planning our curriculum?

Let us state the aims of education. Various opinions on this subject exist. It is said that the aim of education is to fit the individual for life work, political responsibility, social efficiency and co-operative enterprise. Mr. E. A. Bryan, State Commissioner of Education, Idaho, contributing to *The National Crisis in Education*, 1920, says: "... But after all, it must not be forgotten that the great ulterior end (of education) is human culture. It is well to emphasize the fact that a more complete manhood, a more perfect womanhood, a greater humanity, is paramount to all other ends."

This being admitted, it is necessary to define "culture." To some it seems to designate that superior bearing and polished manner much prized in European royal courts. To some it means the ability to rise to the present occasion no matter what it may be. In his essay on "Sweetness and Light" Matthew Arnold says that it is "the study of perfection" or again "the desire to make reason and the will of God prevail." Among religious teachers the word hinges on the development of "Character," to them this is the object to be attained. Bryan defines culture by saying that it is "the subconscious, ever-present, ever-pressing motive in all our educational undertakings."

After speaking of the "disciplinary value" theory, especially with regard to the Classics, he speaks in part as follows: "But in the downfall of the pseudo-culture theory, we have stood in some danger of keeping our eyes too intently fixed on the foreground. Accepting as we do the necessary use of practical subjects . . . we must also hold fast to music, art, literature, philosophy and religion."

It is true in our Alberta schools as in those to the south of us that the main consideration of the student in selecting the options offered at this time is not to obtain the education he desires so much as to obtain a remunerative position in future. It is not as important to follow the aptitudes and ambitions as it is to study medicine at the University or to attend the Normal School, not especially as medical scientists or educationalists but in order to make money. This, in itself, is not disparaged, it is indeed proper that money earning should be a stimulus to activity, but at the same time it clearly indicates that the main idea which is at the roots of the students' activity is not that he is making himself a competent servant in any branch of activity, but that he is to fulfil certain requirements imposed by the educational authorities—he is to collect certificates and degrees in order that they might obtain for him "a place in the sun"—a return in terms of dollars and cents.

What is the result? Ideals are cramped and neglected. Art is studied because the student must have it in order to attend Normal School; and it is this attitude which is disastrous to the successful study of Art. Music lessons are "taken," but studied in very dilatory fashion unless the student is looking forward to a musical "profession." The world of today is really distorted to the view of the young High School student; and if he could be shown the reality of later life he might be more willing to view his own education in a more serious and self-determined attitude. On the other hand, the over-studious student would see the value of a strong physique in entering on the duties of life, and would "balance" his education.

Art, or any other subject, should not be taught simply because it is a traditional subject on the curriculum. It should be taught because it has a present-day value; it should be studied because it will be fruitful of good in the future. Most disappointing is the attitude to the fine arts on the part of many teachers themselves. An educational authority is known to have stated that "no student should be kept out of Normal School because he can't draw a hen." This betrays a total ignorance of both the aims of the study of Art and the actual content of the Art course for High Schools. Many teachers who teach the subject make careless remarks about it. If these reach the students, they frequently adopt the same attitude and failure results, not because they have no "aptitude" for it but because they regard the subject as not worth studying. It is as absurd to speak of special aptitude for the present course, or for any of the fine arts, as it is to speak of special aptitudes for washing dishes, selling groceries, or adding a column of figures. We admit wide variations in ability, but very seldom do we admit of "special aptitudes." It is needless to repeat the statement that "genius is 99 per cent. perspiration and one per cent. inspiration."

At the present time the status of the fine arts may be said to be very low. Those who possess the mind to study music do so from teachers who are very poorly equipped. Music teachers are not organized; their certificates come from eastern conservatories whose respective merits are comparatively unknown in Alberta. No qualifications are necessary in order to teach music; any one who fails to run a successful boarding house or who has not sufficient industry to become a good dressmaker may teach music. Prospective music students go to someone they know in preference to others, regardless of the teacher's knowledge of the musical field, his ability to perform or to teach. Those whose talents warrant them becoming fairly good instrumentalists or vocalists frequently waste their time on a saxophone, banjo, ukelele or jazz piano-playing. With suitable training and discipline sanctioned by educational authority they could be trained in the more refined types of music, and when gathered together they would make an orchestra or community chorus which would be a credit to the average small town of Alberta. These half-trained jazz players in the end give pleasure neither to themselves nor anyone else around them. They are not informed, they lack training under good discipline; they feel no real force to stimulate ambition. They disparage community music as profitless, yet they cannot go through a day or week without making unpleasant noises on these instruments. At present we will admit that there are small (if any) rewards for community music activity, but we hope that such conditions may change in the future.

If music teachers are not doing their duty in seeing that the best music is taught and that the best teachers

are teaching, if they are unwilling to organize for the sake of music if not for the sake of themselves, then it would be great economy for the nation to add a full music course to the schools open to those who demonstrate ability in this branch. Many children are taking music lessons who ought to be spending that time in some other study from which they will get larger returns; and many who show talent are careless in its development.

In saying that the status of the fine arts is low I must say at the same time that our educational equipment is inadequate to meet the needs of our people. This is to a certain extent natural in a young province such as Alberta, but there is a danger of the educational system becoming self-satisfied and resting in a rut. The Alberta Teachers' Alliance should lead in the van of progress and should look forward to the time when it will achieve a strong position in society and a position where it will render greater service to the nation.

All students in Alberta, no matter what their desires, ideas, or abilities may be, are put through the same educational mill. And any thoughtful teacher must admit that the success of this mill is doubtful. Some students who pass an examination in Geometry do not necessarily profit therefrom. And many who pass examinations in Physics and other subjects do not necessarily profit by them. The good that one may get from any study is dependent on the proper attitude and a sufficiently thorough study. Among many educationalists the need for a re-classification of students is felt which will displace the "Grade" system in secondary schools and substitute a "branch of study" system.

I should like to commend to the interested reader an article appearing in *Current History* for October 1926, entitled "The Rising Cost of American Education," by C. F. Thwing, President Emeritus of Western Reserve University. The following might be stimulating:

"We are not getting an adequate return in the intelligence and character of boys and girls, of men and women, for the vastness of the cost of their education. We are not getting a correspondingly higher enrichment of manhood and womanhood for the increase in the expense of the education of which they are the beneficiaries. Any other conclusion would seem to me to be born of an unreasoning and superficial optimism in which we happy and buoyant Americans exult. . . ." In another place the following: "'Pay more to the schools! Get more from the schools!' might be made a rallying cry of American education." In examining the adequacy of the product of our education he asks, among others, the following questions:

"Does education help one unto an appreciation of the beautiful in nature, in art, in color, or line, or design, in sound, in architecture or sculpture? If education does succeed in securing such results, it may be said that no price is too high to pay for it."

As pointed out above, more thorough study of fewer subjects will tend to produce better results in the opinion of President Thwing. The entire article should be read by all interested educationalists. Time and space do not here permit of an adequate summary of its contents or a treatment of the problem of making the teaching (especially of Art) which we do most productive of good. It is important that Art should be taught to those who will profit thereby, and none others; that it should be taught in a manner which will keep alive in our materialistic age the spirit which produced in the past a Parthenon, a Madonna, a Hermes, a Moonlight Sonata, and a Hamlet.



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No. 5

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Editorial

THE question is frequently asked, "Does the A.T.A. oppose the appointment of married women?" There can be no direct answer to the question for no Annual General Meeting has yet given any authority for passing an opinion: never has a single resolution bearing upon it been forwarded for consideration at any A.G.M., therefore, it has never even been discussed by our only competent body to decide upon matters of policy.

* * * * *

IT appears to us that the married woman question is an internationally economic rather than an educational one; therefore, the wisdom of the A.T.A. as an organization attempting to deal with the problem is open to very serious question. This does not necessarily mean that individual members of the A.T.A. have no license to speak their minds freely and openly, whether or not by so doing it be politic or serve any useful purpose. It can hardly be expected that Normal School graduates out of positions can regard impassively the presence in our midst of a large number of married women (as they put it) "doing us out of our jobs," neither do relatives of unemployed unmarried qualified teachers feel com-

placent toward the farmer's wife appointed in the home school. Here the personally economic rather than the educational element necessarily predominates. Two salaries, or one salary and a farm or a business, supporting one home must obviously make for greater financial comfort or economic ease, and just as long as it appears to the public at large that the man who marries a teacher always has a better opportunity to enjoy two incomes, there will inevitably arise an attitude of jealousy and a feeling of resentment and an opposition make itself manifest against the married woman teacher, particularly when it is felt that the wife's earnings are not an economic necessity to the home.

* * * * *

THERE can be no doubt whatsoever that during a time of scarcity of qualified teachers, the economic aspect should be entirely subservient to the educational; that qualified teachers whether married or single should be persistently sought for and appointed, irrespective of their economic or social position. But should the converse be taken for granted; should the general policy of school boards be definitely registered against the inclusion of married women on their staffs? Should the marriage of a lady teacher involve a compulsory termination of agreement? Security of tenure of position of a teacher during "efficiency and good conduct" is one of the main planks in the A.T.A. platform, therefore, to qualify this fundamental and established policy with the proviso, *that such condition shall not necessarily apply in the case of married women teachers*, could not be regarded otherwise than as blatant inconsistency; it could not be interpreted otherwise than that the A.T.A. is attempting to meddle with an international economic and social problem distinct from an educational one.

* * * * *

IT is more than probable, however, because of the economic effect on the teaching profession that there is a greater proportion of the rank and file opposed to the appointment and continuance in service of married women teachers than is generally to be found amongst school board members and the public at large—how could it be otherwise? But, as before implied, whether the majority of teachers be for or against the married woman as a teacher, there is no such thing as a *collective* authoritative A.T.A. opinion on the matter, and until such time as there be an established official opinion endorsed by our supreme legislative body,—the Annual General Meeting,—there can be no difference in rights, privileges and benefits accruing from membership of our organization to any member, be he or she male or female, married or single. The A.T.A. necessarily will continue to watch over the interests and protect the rights of married women teachers just as thoroughly and conscientiously as of all others.

* * * * *

THERE are those who argue that a school board should be precluded from bringing the economic factor into consideration at all when engaging or dis-

missing teachers, and possibly, the balance or argument is in their favor, particularly so in the case of dismissal; nevertheless, human nature will intrude itself when balanced judgment is being sought on the merits of any case. Reason points to the inevitable conclusion that marriage is not inimical to the efficiency in the classroom of the teacher and that the average married woman teacher is no less efficient than the unmarried. An unreasonable amount of sentimental talk is indulged in by both "pros" and "antis" when arguing the point. It seems to us that it is just as thin to argue in support of the married woman teacher that she must necessarily be able to anticipate and adjust the difficulties of childhood because of her family experience in her own home as it is to counter it with the hackneyed remark that "a married woman's duty is to remain in her home." Human nature, on the other hand, forces prominently forward the thought that but for the large number of married women teachers actively engaged at the present time, the bargaining power of the teaching profession would be much greater than it is; that the law of supply and demand in consequence works unfavorably to the teaching profession; that the creation of an over supply of teachers and the flooding of the teacher market has lowered materially the average salary of the profession and in other respects rendered less effective the collective effort of the teachers' organization to raise the status of the profession. Some of the very best teachers in Alberta, some of the most enthusiastic supporters of the A.T.A. are married women teachers, and nothing should be further from our desire than to commit ourselves in black and white to statements injurious to their welfare or hurtful to their feelings. On the other hand, whatever faults have been charged against us in the past, we believe that of lack of courage in facing a situation has not been included in the indictment, and we have confidence that a frank and thorough analysis of this matter by us will not be accepted by any body of sincere educationists and professional workers in any other spirit than that in which this is written—an earnest desire to make the *A.T.A. Magazine* the forum of Alberta teachers, the object in view being to thresh out and finally arrive at correct and mature conclusions on all problems intimately connected directly or indirectly with every phase of educational life in Alberta and the professional and economic welfare of the teaching profession.

* * * * *

A CLOSE examination of our files, and scrutiny of our card index of membership forces us to the inevitable conclusion that the ratio:

<u>Married women members of the A.T.A.</u>
<u>Married women teachers serving</u>
<i>is much less than</i>
<u>Unmarried women members of the A.T.A.</u>
<u>Unmarried women teachers serving.</u>

Not only this, but representatives of the A.T.A.

generally—almost invariably—report that married women teachers are the most difficult section to deal with from the standpoint of membership. "Why should this be?" is the obvious query. Here is the usual reply to an invitation to affiliate: "I thoroughly believe in the A.T.A., it is a good thing, but I *may* not be teaching after this term or after this year,"—which being interpreted, means in the majority of cases at least: "I am interested in the teaching profession in a detached way only. I intend to draw my salary for a few more months; after that, outside circumstances will decide my future connection with teaching and with the classroom. You see it would be of no use for me to pay money when there is no certainty of receiving future benefit." Assuredly, this is purely an unethical, materialistic interpretation, but can any amount of racking of one's brains produce honestly a more ethical or less materialistic one.

* * * *

THE only just attitude to the teachers' organization which the married woman teacher should assume is: "Granted that a married woman teacher has just as much right to engage herself after marriage in the vocation for which she was trained before marriage and draw salary therefor, as have all other married women—nobody can gainsay it—yet, in view of the effect on the economic welfare of the profession of my class, I am in duty bound to offset in a small way the adverse affect of my engagement on my fellow teachers as a whole. If intensive organization will offset an alleged disadvantage, then I should lead the way towards assisting the teachers' organization to become effective and strong. This surely is only justice. The A.T.A. has certainly served the teachers faithfully and well; salaries now are higher by reason of its efforts and activities than would otherwise have been the case, which means that but for the A.T.A. I should be earning a lower salary; therefore, by supporting my professional organization during the remainder of my teaching life, I am but handing back a small quota of benefits received. Besides, by helping at this time, it may make things better for those who are to follow me and if ever I need to return to teaching in the future, it may be the work will then be a little more worth while. No need now to take into consideration any other than the economic side of the A.T.A. work—the legislative, legal or purely professional—these economic reasons are sufficiently forceful in themselves to compel my affiliation. If I do not adopt this attitude, the logical conclusion arrived at by others must be that the married woman teacher is not interested in any tangible way in the concerns of other teachers, and the pay cheque is my primary consideration in teaching, even though I give good value to school board." Unfortunately, a section of married women teachers are not the only ones to whom a similar gospel must be preached; they are not the only people teaching who are disposed to receive benefits while others do the work and pay for the maintaining and raising the status of the teaching profession.

IN arriving at general conclusions with respect to problems of this kind the law of averages must be brought into play; that being so the conclusion inevitably and unprejudicially arrived at is that married women teachers as a body do not show themselves in a very favorable light from the standpoint of actively supporting our professional organization of teachers. Whatever corollary follows, let us not forget to extend all honor and thanks to those loyal, professionally-minded ladies whose records, past and present, serve as models well worthy of imitation by many other men and women who, without offering anything in return to the profession with which they are temporarily associated, are using it as a convenience to our present and future professional and economic disadvantage.

ONCE again we have to thank our locals for taking upon themselves the burden of providing the reading material for a complete issue of the *A.T.A. Magazine*. In addition to providing the different articles for insertion, the Lethbridge High and Public School Locals secured a number of advertisements. Co-operation and energy in the past was what made the A.T.A. what it is today and if we are to obtain all possible from the co-operative spirit of our membership and direct our abundant energy into right channels, an intimate knowledge of the different departments of A.T.A. work and administration is advisable. Besides this, past experience has shown that much local talent is unearthed when locals take upon themselves to do some specific work for the central office. By helping others they certainly assist themselves to make their organizations strong and effective, by stirring up emulation and enthusiasm amongst the individual members. The number of articles and the high merit of the material does credit to the Lethbridge locals and illustrates the potential, capable, ungrudging effort possessed everywhere by our members, waiting only to be drawn upon. The Calgary locals took care of one issue last year, Lethbridge is to the fore this time. Fellow-member, whether located in city, town or rural area, don't you feel that your own local could perform a similar service? Don't wait to be formally invited by Mr. Editor; see to it that your local Executive commences to prepare for an "All— Number." All the writers do not reside in Calgary and Lethbridge and if you can not achieve your objective, it can not but do some good: individual articles for insertion are always thankfully received. Our "disinclination to work of all kinds," just as long as somebody else will do the "chore," would give rise, on our part, to spontaneous thanks to all who labor on the Magazine. We can assure our readers that the temporary relaxation serves the double purpose of enabling us to diagnose from the articles forwarded by locals exactly what is agitating the minds of our members, and at the same time provides us with breathing space to clean our pen point, fill the pen with easy flowing ink of the right shade and color, turn the grease cups of the brain and remove from our sanctum the miasma of stale ruminations.

PLAY up, Play up the game! How easy to shout this cry from the housetops. How easy to suggest that if only everybody else would "Play the game," then would I join in. Usually those who are playing the game are too much occupied, too concentrated to do the shouting—that is left to the spectators. Last year's Normal School graduates judged by the law of averages certainly did "Play the Game;" the team work was splendid, they took their bumps and smiled, and they won the game! A few collapsed it is true—surprisingly few though, considering the opposing elements—and we see with satisfaction that by holding faithfully to their collective and individual pledge not to accept a lower salary than \$1,000 per annum, they are now in receipt of as high, and in a great many cases, a higher salary than many teachers of long and proven experience. When one learns of a teacher being paid less than \$1,000 per year it is fairly safe to say: "This teacher is not a 1926 Normal School graduate!" Practically all last year's students are now placed and they have the satisfaction of knowing that they not only assisted themselves to bargaining for a salary of \$100 to \$150 higher than was being offered for acceptance, but did a real service to the teaching profession. By their organized effort and loyalty they saved the rural teacher in Alberta from receiving a drop in average salary of from \$50 to \$75—This means that the teaching profession has been saved from \$150,000 to \$200,000. School boards became convinced that they would have to pay at least \$1,000 even for a "green" teacher. It was a correct impression, and it is somewhat humiliating to think that these young teachers had to be the ones to fix it. But they did it; All Honor to Them! These teachers will have experienced at least one fundamental benefit of organized endeavor and should not hesitate to point out to others less convinced of the value of organization: that *membership, playing the game, self advancement, and self preservation are synonymous terms.*

* * * * *

EVERY lowering of financial status of the teacher is a disservice to education and the teaching profession. This year's Normal School graduates have reason to be proud in the consciousness that by holding out for a reasonable salary they did not prevent one school from operating and no child lost any education in consequence; by standing firmly on the side of their own rights they won a battle for themselves and at the same time performed a service for education.

Q.—Tell how to treat a person who has been overcome by gas.

Ans.—After a person has been overcome by gas you place him on his stomach and press on his back. If that does not help, place him on his head and use chemical respiration.

* * * * *

Q.—What would you do in case of drowning?

Ans.—Lay him on his stomach and pump his legs.

Hash

THE following is quoted from *The Labor Gazette* for August and should be of interest. Are we to see one of our despised "enemies" of a few years ago lead the way in common-sense educational methods? Is there a "fly in the ointment?" If so, no doubt it is to be found in the statement that "a bill is being discussed." How often we have seen some good thing "discussed" till its vitality is destroyed. However, the quotation:

"Legal provisions in Hungary in 1922 authorized the founding of an organization for vocational guidance, and a bill is being discussed for the examination and registration of more intelligent children in elementary schools.

"The first official psychotechnical laboratory was opened in 1924, and the second the following year. A vocational guidance office was also founded in 1925. Some years before, in 1921, a private association had begun to devote its attention to the intellectually gifted child. Today each school-child is given a booklet in which are written the observations made by doctor and teacher, physical measurements, etc. During the fourth year at school the children have to pass memory, attention and intelligence tests, and before leaving, a further medical and general ability examination. The vocational guidance office gathers information on supply and demand in the labor market. An annual conference is attended by delegates of employers and workmen, scientific and artistic associations, etc.; each representative gives a forecast of the number of new employees required and of the outlook in the various professions.

"Advice as to the choice of profession is given to each child on leaving school, the opinion formed being based on the observations made in the above-mentioned booklet, and the actual state of the labor market. A social worker is appointed to follow up the progress of the young people until they have reached their twenty-fourth year.

"The most intelligent children are supervised by tutors who are chosen among persons conversant with the particular trade and who are also good educationists. A scheme of special classes for these children is also being discussed at the present time."

Here we have outlined a scheme no doubt planned to bring back to prosperity one of the most heavily war-stricken nations of Europe. If a plan such as this can be tried in Hungary how much more should it be possible in Alberta! A statement in the *Success Magazine* says: "Years ago only one and one-half per cent of the population were 'white collar' workers; now the proportion is ten per cent." We are all acutely aware of this trouble. Would not such a system as the

one being tried in Hungary tend to reduce this undue proportion of office workers, etc.?

How is this for a list of some of the aims of an all-round education: *Legible writing, thought reading, accurate figuring, logical thinking, unselfish conduct to our fellow creatures, absolute honesty and a sense of responsibility.* Surely these should one and all take precedence of the mere acquisition of knowledge.

Can any reader furnish Alberta teachers with a reliable method of training children to carry out tasks for the love of achievement rather than for the obtaining of a reward or avoidance of punishment?

A man in conversation with the writer once said that he didn't believe in education as it merely leads to the production of crooks. Although rather a sweeping statement there are people about who believe this to be the case. True education will, of course, never produce this result, but—there are far too many crooks who have been to school.

Another statement in the *Gazette* already referred to and published by the Department of Labor, Canada, reads: "According to a computation by the National Education Association the average salary of public school teachers has advanced from \$543 in 1915 to \$1,226 in 1924, an increase of 125.78 per cent." Congratulations to our cousins across the border. Figures for Alberta for the latter year show the average in all schools to have been \$1,186.95. Surely not too high?

Have you ever noticed how we train people to "kick"? In the home in the first two or three years of life mother leaves little Willie severely alone as long as he is "good" with the result that he soon learns to howl until his wants receive attention. Some of our local, provincial and dominion authorities seem to act on the same principle so that the "kicker" receives more attention than the patient taxpayer.

The average cost of education per child per year in Alberta is variously calculated at from \$60 to \$80. The average cost of a child of fifteen to his or her parents might be estimated at from \$200 to \$500. The probable loss through this child spending an unnecessary additional year in school can thus be roughly estimated. By "unnecessary" we mean the repeating of a grade through some avoidable cause such as lack of industry, poor teaching, shortened school terms, etc. Add to these sums the loss of earning capacity and we can readily see that we arrive at a considerable financial loss affording food for thought for teacher, parent, trustee or any person concerned.

—P.J.C., Lethbridge.

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The Rural School From an Inspector's Point of View

BY A. J. WATSON, B.A., SUPERINTENDENT OF SCHOOLS, LETHBRIDGE

THIS brief review of several phases of the rural school problem is not intended to be controversial, philosophic nor didactic. Rather it is a retrospective view of the situation from the experience and observations of several years' close contact with both sides of rural school difficulties, namely: that of administration by the trustees and that of conducting the school by the teacher. Thanks to the good services of the *A.T.A. Magazine* the teaching body of this province is fairly familiar with the difficulties the teacher has to encounter, but it is far from a one-sided problem, though less mention has been made of the viewpoint of parents, ratepayers and trustees. A brief and unbiased analysis of both sides may assist in allowing us "to see ourselves as others see us." While much can be done by any community to stabilize the teaching profession for its district at least, yet there are certain phases of the situation that are largely out of the control of the trustees or ratepayers. Chief among these are the type of teacher engaged, the attitude of the teacher to his work, the teacher's estimate of his obligations to the district, his comprehension of rural life, and his attitude to rural ratepayers.

A FAIR RETURN FOR MONEY EXPENDED

When a teacher has signed a contract to teach school, he has entered into a legal obligation to give fair value for money received. The trustees have a right to expect that such a return will be made, that the school will be conducted efficiently and that the teacher will put his best, not only into the teaching and managing of the school, but also into the preparation of his work. The teacher whose business hours are from nine to four o'clock is a poor representative of his chosen profession. School hours were primarily planned for children and not for adults. While it is true that the teacher's time outside of school hours is his own, yet the teacher is under moral obligation, as part of his legal contract, to see to it that his work for the following day is prepared and ready for presentation. If trustees have good grounds for believing that preparation of school work is entirely slighted, if it is known that the teacher is up to "all hours of the night," they have a right to claim that they are not getting a fair return for the money paid, and that school is not being efficiently conducted. Real worth in a teacher is usually fully appreciated even if the trustees or parents are slow in orally expressing it. The rural mind is even keener than the urban in sizing up the stranger and accurately estimating his value to the community. In this day and age gold bricks can no longer be sold in rural sections, nor can a superficial veneer cover for any length of time the real worth of a teacher.

THE SUITCASE TEACHER

Many teachers desire to obtain schools close to their homes so that they may return for the week-end either by train or car. Such a teacher arrives at school at approximately 9 a.m. Monday morning to resume his duties, with little, if any, preparation for the week's work, but trusting to Providence for sufficient inspiration to enable him to manipulate as well as possible until Friday afternoon. He has no interest or part in community activities, which are usually carried on during his absence, nor is he vitally interested in the problems of the district so long as school is kept going and the salary cheque arrives with reasonable regularity. The parents and ratepayers keenly feel the teacher's lack of interest in them, nor is it any wonder that School Boards object and dub him the "Suitcase

Teacher." A district has a right to expect that its teacher will become a citizen of the community in the full sense of the word during his tenure of office.

THE UNSOCIAL STUDENT TEACHER

Another type less common, but almost equally objectionable to School Boards, is that teacher who conducts school with a view to getting money for further education and who spends every available hour in the pursuit of private studies. This teacher remains in the district continuously but knows little of what transpires beyond his school and boarding house. No teacher can successfully conduct a school unless he is personally acquainted with the home conditions of his pupils. The knowledge gained in visiting the homes is frequently a saving factor in the proper and fair treatment of the pupils in the school. Failure of parents and teachers to meet is often a cause for misunderstanding which could readily be swept away by a more sociable attitude on the part of the teacher himself. Many young teachers wait for social advances to come from the parents, but it is far better for them to show their interest in the children by taking every available opportunity of visiting the homes even for a ten minute call. The development of this personal relationship is essential in the interest of the best progress of the school. The children appreciate it even more than the parents and the results will be immediately observable in the attitude of the children to the teacher and their school work. The fact that the teacher knows father and mother, and comes to the house occasionally will stimulate school interest to a remarkable degree.

THE CITY-BRED TEACHER

It is a far cry from city life with its modern conveniences, attractions, social life and amusements, to a more or less isolated rural school district. Yet this change must often be made without any possibility of preparation on the part of the young teacher to meet the new conditions. Unless this teacher has a natural adaptability to accommodate himself rapidly, and unless he is willing to cheerfully replace his former advantages and endeavor to enter into the spirit of the community and be satisfied with his new environment, it is not surprising if his first attempt at school teaching proves something of a failure. Rural School Boards appreciate the situation more than the teacher himself, and consequently are disinclined to engage teachers who are wholly unacquainted with farm life. At the same time the objections to the city teacher need not be insurmountable if he has the ability to appreciate the many advantages that rural life offer in return for the loss of a few artificial conveniences and amusements. It is up to the teacher rather than to the district as to whether success or failure will result. Nevertheless it is, as a rule, much more satisfactory to School Boards to engage teachers who are already, by personal experience, acquainted with rural life.

THE TRANSIENT TEACHER

There are teachers, and many more than the average person realizes, who seem to be so temperamentally constituted that they are unable to remain longer than a term or a year in one place. They weary easily of rural life, and the urge for a change of scenery seems insurmountable. They wish to spend one year in the south, another in the north, and another in central Alberta. There are, in fact, teachers whose aim seems to have been to teach a year or so in every province from Nova Scotia to British Columbia. This may have educational value for the teacher but it is hard on the

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districts engaging them and is very detrimental to any effort on the part of any department or trustee board to stabilize the profession of teaching.

RESPONSIBILITY OF TRUSTEES AND RATEPAYERS

While the changing of teachers may frequently be due to causes outside the control of the Board, yet the trustees and district may not be altogether without blame in the matter. Much can be done by them to stabilize the continuity of tenure of office by the teacher if working conditions in the school are made agreeable. It may be well to consider several causes for changing which a progressive board could do much to remove. As will be observed, that district where two factions are contending will lose its teacher at the end of almost any term. Every effort should be put forth by those interested in the school to preserve harmony in the district. Another chief cause for changing is that the teacher, having gained a little experience, can command more salary elsewhere, or obtain a school where the conditions of working are more pleasant. Until the rural teachers are put on a salary schedule somewhat commensurate with those in existence in towns and cities there will be no stability in the rural teaching profession. If the Board insists upon paying the minimum wage year in and year out, then it may blame itself for the change of teachers and lack of progress in the school. The average annual increase in towns or cities is \$50 per annum, and if a teacher has successfully taught one year in a rural school, his experience surely entitles him to this extra remuneration for the second year. The average minimum salary now is \$900 to \$1,000 per annum. Any board that accepts this as a minimum and then adopts a schedule of an annual increment of \$50 up to a maximum of \$1,400 or \$1,500 will very shortly reap the benefit in sound, steady progress in a well organized school and in added confidence of the ratepayers in the administration by the board. That board that is willing to pay a teacher according to his experience and success will remove one of the major causes for teachers continually changing their schools. It is difficult to get the average rural boards to see this, but they may rest assured that until there is some financial incentive held out to a teacher from year to year the present condition will have to be endured.

PERSONAL INTEREST

Another hold which a progressive district may get on the teacher is that of personal interest created through friendly social intercourse and entertainments. A little praise and appreciation goes a long way with any of us and especially with those who are just starting out to make their own way in the world. Teachers react quickly to friendliness and will be more willing to remain in that district where harmony among the parents prevails, where friendships have been formed, where appreciation is shown, and where the teacher receives steady, encouraging support from the Board.

SUITABLE BOARDING ACCOMMODATION

Still another reason for changing is the frequently occurring difficulty of obtaining a suitable boarding place at reasonable cost. Good, wholesome food and comfortable lodgings are essential if the teacher is to be properly equipped to stand the strain of the classroom. There have been many instances in rural districts where practically every house has to be canvassed to coax some one to "take the teacher in." Unless the teacher is actually welcomed instead of tolerated in a home, there is little basis upon which to establish cordial relationship. Many teachers have left their own homes for the first time in order to teach school and they need in their new occupation to be still surrounded with as much home atmosphere as possible. Many a teacher

will return to a district for a second or third year if he finds that proper measures have been taken for his personal welfare, or that it is possible to obtain board in a friendly, comfortable home. The teacher usually is required to pay well for his board and he, as well as the district, is entitled to a fair return for money expended.

RIVAL FACTIONS

One of the outstanding and rather amazing features of many of the rural districts is the existence of contending factions among the ratepayers whose battle ground centres around the school and teacher. The cause of the fight has frequently, in its origin, nothing to do with either, but in the dim, distant past some farmer's cattle broke into another wheat field and the feud was on. This neighborly bitterness is most naturally carried to school matters as the school is the one and only publicly supported institution close at hand and under the control of the community. Not only do the rival parents contend in the election of the Board, but their children frequently carry the battle to the school ground. Woe to the teacher who is so indiscreet as to discipline one child and let the other go. The average parent has no objection to his child being punished if there is sufficient cause for it, but he surely wants his rival's child to get a similar amount, if not just a little more, than his own received. The teacher's position in such a district is obviously a difficult one from the start. Every movement is keenly watched to see to which side he will incline. Unless he can remain wholly neutral, in a very short time one faction will be definitely opposed to every effort he may exert in the interest of peace, harmony and progress. In such districts teachers change frequently and advancement is slow, while everybody wonders what is wrong.

APPRECIATION OF WORKING CONDITIONS

The majority of rural parents are keenly alive to the necessity of education, but the impression has been, and still is too prevalent, that when the school is built and a Board elected the responsibility of the ratepayer ends. Too little attention is paid to the conditions under which school must be conducted. The building is there, but in a bare, unattractive state, sitting out on the bald prairie, sometimes with and sometimes without a fence around the yard, surrounded too often with weeds, lacking in playground equipment of the simplest and cheapest sort, and with the interior of the school bleak and destitute of all decorations. When the parents demand and insist upon more homelike and attractive working conditions in and around the school, when the community takes a more personal pride in the institution, the children will "like" to go to school, will desire to remain in attendance longer, the teacher will be encouraged to greater effort and will be willing to continue his services for a longer period of time. Much can be done at little expense by an enterprising community in co-operation with the teacher and pupils in making the school building the pride of the district instead of a blot upon the landscape. No financial condition can justly be made a legitimate excuse for uncleanness or untidiness in or around the school where the children spend so many hours of the day.

These are a few phases of a many sided and difficult problem which it will take many years to solve. Yet some of us are ardent optimists. We see a gradual and steady improvement in many respects. The type of school buildings has been much improved within the past ten years due to government plans based on scientific principles. The teachers' salaries are remaining steady and are not decreasing even if the maximum for service and experience is still inadequate. There has been an improvement in the quality of the

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teacher in charge. There is a marked tendency to feel that the condition of the school and grounds is not only a reflection of but also a reflection upon the community, and that a well kept, well ordered school may become the centre of the community life. Meanwhile let us again emphasize the need of—

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THE NEW COMMERCIAL COURSE

Nineteen hundred and twenty-six marks an epoch in the history of commercial education in the Province, since in this year the curriculum of the Commercial departments of our High Schools has been brought, at least to a certain extent, up-to-date. Heretofore the course of studies has been of little value, the authorized texts being out of date, and the methods taught by their use obsolete. It is a source of gratification to the Commercial teachers that they are now able to compete on a more equal footing with the business colleges of the Province which in the past have taught the subjects desired by their students.

In past years Commercial students have been able to attend High School for two years, while their brothers and sisters in the Academic course have been taken care of for four years and have then, when their course was completed, been thrown out into the business world often at the age of fifteen or sixteen years, when, not being able, due entirely to their immature years, to obtain a position in an office, they have been compelled to accept a job as sales-clerk in some store, losing entirely the benefit they gained during their High School training.

Under the new arrangement, the course extends over a period of three years during which time the subjects taught may be dealt with much more exhaustively, and since only seven subjects are studied each year, the work is not nearly as heavy on the individual. Again the fact that the unit system obtains, the students are encouraged where previously exactly the reverse was the case.

The present course is a good one, and possibly in the near future it may be still further modified and perfection obtained.

A.W., Lethbridge.

Local News

YOUNGSTOWN

On October 1st the Youngstown Local of the A.T.A. enjoyed a visit from the General Secretary-Treasurer, Mr. J. W. Barnett, who happened to be in the vicinity on business.

The meeting was held in the Youngstown school, the President of the Local, Mr. J. B. Copeland, taking the chair. The only item of business to be disposed of was the election of a new Secretary-Treasurer to take the place of Mr. Gerald Grant, who has recently transferred to Medicine Hat. Mr. Douglas Johnson, of Youngstown school, was chosen to take his place. The Executive is now as follows:

President: J. B. Copeland.

Vice-President: Miss L. Coad.

Secretary-Treasurer: Douglas Johnson.

Three new members joined the Local: Miss Norton and Mr. Woodside, of Youngstown, and Mr. Drake of the Crystal S.D.

A very interesting address was next given by Mr. Barnett on the various activities of the Alliance, and much useful and interesting information was given concerning the current legal and legislative movements of the organization. At the conclusion of the address several questions were brought up and discussed, among them those of teacher supply, the bringing in of teachers from other provinces, the professional register, salary schedules and pensions.

The meeting showed the Alliance to be very much alive and flourishing in the Youngstown district, as indeed it is right along the Goose Lake line.

EDSON

The second meeting of the Edson staff, A.T.A. Local, was held Monday afternoon, October 4th. President Thurber was in the chair and all members were present.

The subject of fire drill was again discussed and small details worked out. Mr. Thurber announced that at the last ringing of the gong the school had been cleared of its three hundred and fifty pupils in one minute and twenty seconds.

The subject of fire prevention and fire-prevention week was next dealt with and in this connection it was decided that in as much as we had no assembly hall, we could best co-operate with the government by each teacher being responsible for a fire prevention programme in his or her own room some day this week.

A school entertainment and social function for the Board were mentioned and left with the members for further thought.

The plans for securing a rink for Edson and the school were next brought under observation and it was agreed to co-operate with those chiefly interested and if not successful to approach other organizations interested.

The organization of the school for play was the last item of business. While there was some discussion relative to the subject it was finally left to the individual teacher to go out with the children when time and opportunity permitted. Several of the staff declared their intention to do so.

Miss McGuire and Miss Cristie of the Edson staff have taken over the direction of the C.G.I.T. group in Edson.

Mr. Denney and Mr. Dunnigan of the Edson staff have been installed Scout and Wolf Cub masters for the town.

Miss G. Smith has offered her co-operation to Mrs. Glover in the Girl Guide Movement.

CALGARY

Mr. W. E. Hay, formerly Superintendent of Schools in Medicine Hat, has been appointed to the position on the Normal School staff, vacated by the late D. A. Stickle.

Miss Errol, Principal of the Special School for sub-normal children, has just returned from a year spent in Glasgow, Scotland, as an exchange teacher. She is delighted with her year abroad and the opportunities afforded her to make a special study of her own particular line of work, having been granted by the Glasgow school authorities three months to make a study of all such special schools in their great city.

Among those leaving our staff during the summer holidays to enter the bonds of matrimony were Miss Sadie Treacy, Miss Mona Grant, Miss L. Walker, Miss M. Hardey, Miss M. E. McLean, Mrs. C. Harrigan and Miss E. McKenzie.

We are pleased to note that the Calgary School Board has reinstated the former Manual Training and Domestic Science classes. Miss Ellis has returned from the Old Country and is doing duty on this staff. Miss G. Rogers, formerly of King Edward school, has been appointed to the Domestic Science staff. We also welcome Miss M. Webster to this work. The overcrowded condition of the Calgary city class rooms is causing the Educational Committee much concern.

The new Elbow Park school was completed and ready for occupancy the first of September, under the principalship of Mr. C. H. Lunn. It is a handsome building beautifully situated on the north bank of the Elbow River.

CALGARY MEN'S LOCAL

The above Local has met in general session on two occasions during the last month, and on both the 4th and 11th, had splendid attendances. At the first meeting, presided over by the president, Mr. Freeman, the general business was the presentation of reports, chief of which was the one on the proposed salary schedule.

A request from headquarters that the Calgary Local should take under its wing certain small locals within reach of Calgary, was favorably considered, and the Executive was requested to prepare a scheme to carry same into effect.

The president and others reported on the recent visit to Calgary of the General Secretary-Treasurer, Mr. Barnett, and put certain information before the meeting. After a discussion it was moved and carried that the question of taking part in a conference committee to meet the Calgary School Board be left over to the next meeting.

At this meeting the president was unable to be at the beginning, and the vice-president, Mr. R. Sinclair, presided.

After the minutes and general correspondence had been dealt with, the salary committee presented their report through the chairman, Mr. R. Sinclair.

The committee consisting of Messrs. Sinclair, Conn, Speakman, Freeman, Swift and Parker, supported their report, but the members present considered the increases inadequate and finally the report was ordered to be referred back for revision.

It was, however, agreed that a letter should be drafted and presented to the Board the next evening, intimating that a new schedule was being prepared and would be presented later.

On a motion which was carried it was decided to appoint the president and secretary as our representatives on the local conference committee with powers to be determined later.

Other matters such as A.E.A. standing, the report on the status of male teachers, and a cumulative sick pay scheme were left over for the next meeting.

HAY LAKES LOCAL

A regular meeting of the Hay Lakes Local of the A.T.A. was held at Hay Lakes on Friday evening, October 8th. Mr. J. W. Morrison, Principal of Sulitjelma School, was in the chair.

The meeting was not largely attended, and this fact raised the question as to the utility of continuing the local. All members present agreed as to the desirability of so doing, provided the interest of teachers living at outside points could be secured. The suggestion to move the venue from month to month to suitable surrounding points was discussed. This would tend to an even break on the transportation difficulty, and would remove a reasonable excuse for non-attendance.

It was finally decided to interview all local teachers—taking advantage of the forthcoming Inspectorate Conventions—and to get their views, with the object of enlisting their active support.

The next meeting will be held at Hay Lakes, in the evening of the 12th of November.

LETHBRIDGE H. S. LOCAL

The September meeting of the local was held on the 23rd of the month with a good attendance. The president, W. S. Brodie, outlined the plans which the executive of the South Alberta Teachers' Association had prepared for the Convention on November 4th and 5th. The proposal that the Lethbridge locals should be responsible for the bulk of the material for the November

issue of the A.T.A. Magazine was brought forward and a committee appointed to have charge of this. It was agreed that the High School staff would co-operate with the teachers of the local Public Schools, in arranging a reception for the members of the school board, and for new teachers. A committee was appointed to co-operate with a committee of the Public School Local in arranging for the banquet to be held November 4th. Mr. Brodie expressed the confident expectation that the membership of the local for the current year would continue 100 per cent. strong.

The new members of the High School staff are: Miss Olive Haw, B.A., English and French; Miss Dorothy McNicholl, B.A., Science; and Mr. C. G. Edwards, B.A., History and Art. These teachers are all graduates of the University of Alberta.

The teachers of the Public and High Schools of Lethbridge were at home to the members of the School Board and to new members of the school staffs the evening of Friday, October 8th, in the auditorium of Central School. A pleasant social evening was spent at bridge and dancing.

SHOULD THE A.T.A. TAKE OVER THE WORK OF THE A.E.A.?

BY J. T. CUYLER.

Principal, Connaught School, Medicine Hat

MY opinion has been solicited on this question. Unworthy as my suggestions may be, I sufficiently appreciate the honor to state briefly my views on the subject.

First: I would say, "Why not?" I have never heard much opposition to the proposal when discussed in private or in public that did not breathe the air of suspicion. Is it not time for us to betray some confidence in the wisdom of teacher-control of education's best interests?

Second: Having been on the governing bodies of each, I can testify that the A.E.A. cannot claim any particular degree of democracy to which principle the A.T.A. can at least demonstrate a considerable claim.

Third: Which body has shown the most power in promoting wholesome educational discussion? The A.T.A. has shown it has the machinery and the will to obtain after a free discussion in locals first hand opinions of teachers on matters like the course of studies, examination standards, etc.

Fourth: Isn't it true that the A.T.A. could dominate the A.E.A. if so desired? I venture to say that a mere freshman from Tammany Hall could, if given the task, demonstrate that the A.E.A. exists because the A.T.A. has not decided to end its existence. That the A.T.A. has not done so is indicative of its toleration and conservatism.

Fifth: There has been to my knowledge at no time any friction between the two organizations. Complete harmony and co-operation have marked relations despite the dastardly efforts of some despicable souls to use the A.E.A. as the tool to strike a death blow at the teachers' organization.

Sixth: Why then perpetuate two expensive organization machines—A.E.A. Executive and A.T.A. Board of Directors—which ultimately have the same objective and which co-operate harmoniously?

I am, Mr. Editor, and Fellow-Educators, somewhat biased in my views no doubt. There is no doubt another side to this question, which I shall be glad to have presented to me. Meantime I respectfully submit the above as a humble and considerably superficial contribution to the query in the caption.

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WASKATENAU

The teachers of the Waskatenau district met on September 25th and reorganized the Waskatenau local of the A.T.A.

Mr. Hunter was elected as President; Mr. MacLean, Vice-President; and Miss K. Sherlock as Secretary-Treasurer.

The Local also held a meeting on Saturday, October 9th. A plan of activities for the year was thoroughly discussed.

With a larger membership than of previous years, this Local is looking forward to a very promising year.

The Calgary Public School Local had an enthusiastic and well-attended meeting on Monday, October 4th, in Central Public School, when many new members were added to our organization. After several items of business were dealt with arrangements were made for welcoming the new teachers to the staff. Under the convensorship of Miss Henderson a committee was formed to plan a hike and corn roast to take place on Saturday.

Personal Items

Miss Brecken, formerly of the Calgary High School staff, but now of the Toronto High School staff, spent the holidays in Calgary with her mother. Miss Isabel Brecken of Sunalta staff is attending Queen's University this year.

On her return from spending the holidays in Ontario Miss Darroch met with an accident which proved to be more serious than at first anticipated and necessitated her absence from school. We are glad to know, however, that she has recovered sufficiently to resume her duties.

We are glad to welcome Misses Ellis, Stanley and Winfield who have returned from London, Eng., where they have been on the Teachers' Exchange.

Mr. C. D. Maberly, formerly Vice-Principal of Haultain Public School, is now a member of the Commercial High School staff.

We are glad to welcome Miss A. Bruce, who resumes her former position in Connaught School, after an absence of six years in Chengtu, China, where she taught in the Canadian school of that city. This school is taught entirely by Canadian teachers and the curriculum embraces primary to fourth year High School work.

There have been twenty-eight new teachers appointed to the Calgary Public School staff. Three of these are from Blairmore.

Four hundred and twenty-eight students are attending the Calgary Normal School this term. In this first class there are 105 women and 34 men. In the second class there are 197 women and 58 men, while those taking the short course are 21 women and 15 men.

Miss Dickie of the Normal School is at present pursuing her studies in Oxford University, England, while Miss W. E. Dyde, formerly of Edmonton Public School staff and daughter of Dr. Dyde of Queen's University, is carrying on her work in the Normal School.

Miss Currie, formerly Principal of Elbow Park school, is on the teachers' exchange in England.

Miss Nellie Hardy, of the Lethbridge staff, sailed in July for Australia, where she will spend a year under the exchange system of teachers. She was accompanied by her sister.

Miss V. Keating came here from Maffra, Australia, in exchange for Miss Hardy. Miss Keating was made an honorary member of the local A.T.A. for the year which she will be with us.

Miss Helen McDiarmid, another member of our staff, who has enjoyed a trip abroad under the exchange, has returned after a pleasant year spent in London.

A former member of our staff in the person of Miss Kathleen Ball is attached to the staff of the Dawson City schools.

A Lethbridge audience was recently delighted by a recital given by Miss Janet McIlvena, who is taking a course in Dramatic Entertainment in Toronto. Miss McIlvena spent part of the summer holidays with her mother in Lethbridge.

Several new teachers were added to the Lethbridge Public School staff. They are Miss Bernice Henry of Calgary, Miss Lola Grant of Calgary, Mrs. Kinneard of Macleod, Miss Gilbert of Nobleford and Miss Kennedy who came here from Commerce.

Friends will regret to hear that Miss Evelyn Buchanan has been called East owing to the illness of her father.

Obituary

The death of John N. MacDonald occurred on August 22nd, last, in the Holy Cross Hospital at Calgary, the funeral being held a week later in Charlottetown, P.E.I. Mr. MacDonald was a native of Prince Edward Island and was educated in the public schools of Charlottetown and at Prince of Wales College at the same place. He came to Alberta in 1910, and since attending Calgary Normal School in that year, taught continuously until May last in Alberta schools. In all he had given more than thirty years of service in the schools of Prince Edward Island and Alberta, having reached the age of fifty-one years at the time of his death. He taught latterly at Nightingale and in the Champion district.

Mr. MacDonald was known favorably to many in the teaching profession in Alberta, he having been a frequent attendant at Summer School, and at local and provincial conventions. He was a strong supporter and member of the Alliance.

Education in Australia

BY MISS VERA KEATING, CENTRAL SCHOOL, LETHBRIDGE,
EXCHANGE TEACHER FROM MAFFRA, AUSTRALIA

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Manager

"I saw your name in the A.T.A."

There exists no local authority other than the Principal, but at regular periods the parents of the scholars elect, from among themselves, a committee of five persons which has the right to authorize the expenditure of a small sum of money annually on the minor improvements and repairs to the school buildings and grounds. This committee may also be called on to aid the head teacher and his staff in any movement they may function.

Any complaints brought forward by the public must be lodged in person at the Principal's office. If of a trivial nature the matter is dealt with by the Principal; otherwise the complainant must state his case in writing and forward to the office of the Education Department, who will send proper authorities to make investigations. This written statement acts as a partial check on slanderous and exaggerated utterances.

SCHOOL BUILDINGS

Modern buildings are principally of the single-storied type, as are also most of the dwelling houses of that country. Much might be said in favor of the lighting and ventilation of the class-rooms, where, besides the insertion of special contrivances in the walls, the lower parts of the windows rest at such an angle as to admit, during all weathers, a free passage of fresh air above the heads of the students. The upper windows too must remain opened throughout the day, except in extreme weather. Since the temperature rarely reaches lower than 40 degrees Fahrenheit, no furnaces are required for heating purposes. Each room contains an open fireplace where wood or coal is used as fuel at the discretion of the presiding teacher.

PUBLIC SCHOOL LIFE IN VICTORIA (AUST.)

At the age of four-and-a-half years children may be enrolled in the preparatory grade of a state elementary school—public school—though education is compulsory only between the years of six and fourteen years. But the average child on arriving at the age of six is expected to enter Grade I, or rather to have accomplished the work of that grade on the termination of his sixth year. And it has been found that the first school tasks prove less difficult to the child who enters school one year earlier, and passes through the kindergarten work of the preparatory division. This gradual lead-up to "real" work tends too, to overcome the dislike for school we sometimes find in younger children.

Until they have completed the work of Grade II the children remain in the infant department under the care of teachers who have taken a special course of training in infant room work. They then proceed through the various Grades to Grade VIII, usually taking one year to complete each grade; though it sometimes occurs that an abnormal child may successfully accomplish the work of two grades in one year. Though not encouraged this double-promotion is allowed only where it is considered advantageous to the student. Though examinations are regularly conducted, the children are promoted on the advice of the teacher in charge.

A child, on completing one year in Grade VI, may, on passing the prescribed examination, obtain a qualifying certificate which enables him or her to enter the forms of a High School, usually at the age of about twelve. As a rule, only those who do not intend to take the advantages of secondary education continue to the eighth grade, and there may gain a Certificate of Merit which is considered a sufficient standard for obtaining employment in the Railway Department and other government institutions.

CURRICULUM

Besides the usual lessons in English, Arithmetic, History, Geography and Elementary Science, there

is included in the programme a course of manual training for both boys and girls, which commences in the very earliest stages of the child's education and is carefully developed throughout all the grades of elementary work. On entering Grade III the girls are trained in needlework, which includes sewing, darning, knitting, mending and decorative stitching. Useful garments are made by the senior girls, and not only are they sewn but properly cut and fitted by the girls. Sewing machines are provided for this work.

While the girls are busy "plying the needle" the boys are engaged in outdoor labor. Extensive and artistically laid-out flower gardens lend much beauty to the playgrounds, which are fenced from the public thoroughfares. These gardens are the special charge of the boys. In another enclosed portion of the ground a miniature experimental farm is conducted by the senior boys. This is used too for the cultivation of vegetables, the proceeds from the sale of which is devoted to charitable purposes. During the Great War a considerable sum of money was raised in this way by the school children.

SCHOOL SPORTS

The schools of each inspectorate are grouped to form sports associations, approximately twelve schools in one group. Each association conducts an annual meeting, at which the various schools of the group compete for a shield. The attendances of the schools forming the association may vary from 20 to 500, so, that each may have an equal chance of victory a scale of handicaps according to attendances is drawn up. At the last sports meeting which I attended the much coveted shield was won by a school of eighteen pupils, while one of 350 gained only second place.

Besides the regular daily squad drill one period of each week is devoted to outdoor organized games under the direction of the respective teachers.

Wherever practicable matches in the seasonable games are frequently arranged between children of neighboring schools. These tend to inculcate a fine school spirit.

SECONDARY SCHOOLS

From the elementary classes, students may then enter any of the following: higher elementary school, high school, agricultural high school, technical school, or domestic arts school. That the country and city children may share alike in the advantages of these, the government has spared no costs in erecting and equipping these various types throughout the metropolitan and country areas. Only in the first-mentioned is education entirely free, but no child is denied admission to any one through indigence because of the numerous available scholarships.

The Victorian Education Department is endeavoring to bring within its scope every child, not only those of the well-settled areas, but also the scattered few in remote districts where the scanty population does not warrant the building of a school. A splendid system of education by correspondence has been inaugurated by means of which these unfortunate few are instructed to a considerable degree by specially chosen teachers of the city.

Q.—Tell how to deal with a nosebleed.

ANS.—You place the person with a nosebleed on his head and his feet in warm water. Place a cold piece of cloth on his nose and that will cure it.

* * * *

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Helps In Physical Education. 2.

BY MAJOR HECTOR KENNEDY, D.S.O., DIRECTOR OF PHYSICAL
EDUCATION, EDMONTON SCHOOLS

Grade One Tables 2 and 3, pp. 177 and 178, Part II, Course of Studies.

The above tables should be used for the morning lessons. In the afternoon lessons teach a new indoor, outdoor or rhythmic game, such as "Do This or Do That," page 75, Bancroft's Game Book, or "The Muffin Man," page 282, Bancroft.

Two minute exercises should be given every day at such time as will best correct the ill effects of sitting continuously in one position. Do these exercises quickly and vigorously. Avoid exercises which involve mental strain and do not use complicated exercises. Be careful to have the room well ventilated while these movements are being executed.

The following list of setting-up exercises have proved very satisfactory:

1. **Breathing:** Imagine you had a ripe dandelion blossom in your hand. Hold it at arm's length, take in a deep breath and then blow all the seeds, with their silken sails, off with one exhalation.
2. **Neck. Commands:** Hands on hips—Place!
Neck backward—Bend!
Neck upward—Stretch!
Repeat six times.
3. **Trunk. Commands:** Arms sideways, palms up—Place!
Chest—Raise!
Chest—Lower! (To normal position). Caution: Do not hold the breath.
Repeat six times.
4. **Legs. Commands:** Hands on hips—Place!
Heels—Raise!
Heels—Lower!
Repeat ten times.
5. **Balance. Commands:** With a jump, feet astride—Place!
Caution: Feet should be a double foot length apart.
Heels—Raise!
Knees—Bend!
Caution: Keep body erect from waist up, press down on hips with hands.
Knees—Stretch!
Heels—Lower!
Repeat five times.

The object of setting-up exercises is not the performance of a great many movements for mere exercise. It is the training in good posture and erect carriage. This object is best obtained by selecting a few simple movements which have a beneficial effect on posture and insisting that the class do them exceedingly well. The commands most used next to "Begin" and "Stop" are "Rest" and "Stand at—Ease." The intelligent use of these commands is of the utmost importance in securing and retaining the attention of the class, in eliciting promptness and uniformity of response to all other

commands as well as vigor and correctness of execution. The proper response to these commands, therefore, should be secured at all costs. Perhaps no other technique of teaching is as sure a test and index of the teacher's control over the class or of the pupil's attitude toward the work as their response to the command "Attention." The promptness and vigor of the response to this command determines to a considerable extent the spirit and quality of the work as a whole.

The following Tables of Exercises is suitable for a rural school class consisting of Grades I to IX inclusive:

1. **Running in place. Breathing.**
Commands: Hands on chest—Place!
Breathe—In!
Breathe—Out!
A slight pause.
Repeat five times.
2. **Heels raising.**
Commands: Heels—Raise!
Heels—Lower!
Count to 10.
3. **Elbow circling.**
Commands: Finger tips on shoulders—Place!
Elbow circling from front to rear—Begin!—Stop!
4. **Heels raising and knee bending.**
Commands: Hands on hips—Place!
Heels—Raise!
Knees—Bend!
Knees—Stretch!
Heels—Lower!
Repeat six times.
5. **Trunk bending sideways.**
Commands: With feet astride, hands under arms—Place!
Trunk to the left—Bend!
Trunk upward—Stretch!
Trunk to the right—Bend!
Trunk upward—Stretch!
Repeat twice to left and twice to right.
Feet together—Place!
Hands—Down!
6. **Game: "Squirrels In Trees."**

Have three players stand so as to represent a hollow tree, facing inward with hands on each others' shoulders; have a fourth player stoop within to represent a squirrel. Have the other players notice how this is done and then have them all form similar groups of four. There must be one extra player who is a squirrel without a tree. When the teacher blows a whistle all the squirrels must change trees and the homeless squirrel tries to get a tree. After a time have each squirrel choose one of the players forming the tree to change places with him so as to give all the players a chance to be squirrels. Caution: Warn the players to be careful not to run in from opposite sides of the trees and bump heads.

7. **Breathing Exercise.**
Commands: Stand at—Ease!
Deep breathing: Begin!—Stop!

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